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ABSTRACT

In response to increasing financial pressures, Oakland Community College instituted a policy in the 1970s to reduce the number of college administrators as a means of saving staff costs. While student enrollments increased from 11,700 in 1970 to 24,000 in 1980, the number of administrators fell from 84 to 32. This reduction was realized through the consolidation of job functions, a commitment not to fill jobs which were vacated, and a policy of eliminating services to the college and community that could not be justified financially. This policy, termed rational retrenchment, can be successfully implemented at other colleges if certain measures are taken, for example: (1) presidential and top-level leadership must formulate a rational plan of reduction; (2) a communication network within the institution must incorporate multiple means of informing staff of changes; (3) a strong, efficient, and effective personnel office must be developed to coordinate changes; (4) for larger institutions, a comprehensive computer services department is essential; (5) a training plan for utilizing support staff in positions previously held by administrators should be developed; and (6) an atmosphere should be created for promoting change in a climate of trust and openness. The element that should be guarded against in a policy of rational retrenchment is "leader burnout" arising from overwork. This can be minimized if executive leaders monitor their colleagues' welfare on a regular basis. (HB)

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AACJC Manuscript

IN PRAISE OF FEWER ADMINISTRATORS

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William H. Stuart

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IN PRAISE OF FEWER ADMINISTRATORS

by Donald D. Nichols and William H. Stuart

At a time when many colleges across the country are faced with budget problems, faculty and staff retrenchment, and other constraints on institutional growth, it behooves administrators to look closely at any and all ideas that promote efficient use of taxpayers' dollars. Much has been written about citizen revolts on issues of taxation and the need for belt-tightening on the part of all institutions which depend on public support. One clear message that runs through the debate and discussion is the call for an emphasis on cost-benefit analysis and for better accountability.

The literature is replete with analyses and recommendations in the financial domain and they stretch across the spectrum of higher education. The Chronicle of Higher Education warned, in January, 1982, that the hard times may have just begun for almost all institutions.[1] In Financing Community Colleges: An Economic Perspective, Breneman and Nelson state:

> Throughout this book we have stressed the tension between institutional mission and finance as the central theme or issue in the financing of two-year colleges. This tension promises to grow during the next two decades. . .[2]

Further support for the negative emotions inherent in a constraint climate is given by Mingle and Associates in their discussion of retrenchment ideas: "Faculty and administrators accept the necessity for retrenchment with extraordinary difficulty."[3] Glenny and Bowen[4] list indicators that the institution can control during times of retrenchment and include reducing supply and equipment budgets, encouraging early retirements, and hiring from within the institution. And, there is little comfort in noting that ample warning had been given to an

impending economic crunch. Change devoted a cover story to the financial state of higher education in 1976 and commented: "Little doubt remains, however, that allocation decisions within higher education, and public comprehension of the precise nature of these financial difficulties, must be seriously addressed in the next few years."[5]

The Oakland Experience

One response to these concerns has been made by administrators at Oakland Community College, in Bloomfield Hills, Michigan; this response may be of value to other colleges seeking to maximize use of funds, re-arrange organizational tasks, and still maintain administrative effectiveness.

What we are advocating is a reduction in the number of college administrators as a means of saving staff costs. This idea is an anathema to most of our colleagues and we are sure to be criticized as the bearers of an heretical concept. However, the experience at Oakland may serve as a viable model for other institutions facing money problems. Breneman and Nelson recommend three general strategies for dealing with these problems in the future, none of which refers to administrative cutbacks.[6]

As an attention-getter, consider the following statistical changes over the past decade at Oakland:

	1970	1980
Enrollment	11,700	24,000
Number of campus sites	4	5*
Full-time faculty	204	302
Support staff (non-academic)	35	50
Clerical	175	192
NUMBER OF ADMINISTRATORS	84	32

(*The Central Office administrative staff is located at a 6th site and provides numerous services to the campuses.)

In capsule form, note that during this period student enrollment more than doubled while the number of administrators was reduced by sixty-two (62) percent. Even though we are arguing for fewer administrators it should be noted that Oakland's total staff remained fairly constant during this decade while the College's enrollment increased by 12,000 students. In 1970 there were 596 faculty, clerical workers, maintenance, and public safety employees and by 1980 this number had increased only to 681 (the increase was primarily in faculty hiring).

We maintain that the college, at present, is administered as well as (if not better than) a decade ago. How is this possible? Oakland is a multi-campus district near Detroit offering transfer and vocational/technical programs to its now 26,000 students. It has four campuses strategically located to serve a county population of over 1 million. One campus operates in two separate cities (Southfield and Royal Oak) and the College also offers classes at 9 extension centers. Like most multi-campus institutions, the College has been hard-pressed to meet the needs of larger enrollments, with their concomitant demands on staff and resources, in an environment of constricting state and local allocations. And, to further complicate the administrative task, the College has collective bargaining agreements with 7 different unions.

Opening in 1965 with record enrollments and a strong financial base, the College "grew like Topsy" in student, faculty, and administrative numbers. Like many new institutions, the College attempted to respond to total community needs and to be "all things to all people" By 1970 a cadre of 84 administrators was ensconced in a variety of offices. The organizational structure evolved as indicated below:

(insert organizational chart here)

It has long been held that the institution reflects the philosophy of the President and this probably explains the expansion of the administrative sector during the College's formative years (1965-70). With a change in executive leadership it became apparent that there was a surfeit of administrators and a plan of reduction through normal attrition was instituted. Over the next few years, some administrators moved on to other colleges, many transferred to the teaching faculty, and several retired. By late 1971 the staff of 84 had dropped to 54 and by the end of the decade there were only 32 administrators for an enrollment of over 24,000 students. It must be admitted that Oakland's administrative numbers were extravagant, but we believe that a close analysis would find countless other institutions top-heavy in this leadership sector.

Oakland's systematic process of staff reduction necessitated a reorganization plan which called for the consolidation of job functions. Remaining staff members were requested to absorb responsibilities previously done by others who had vacated positions. A commitment was made to not fill these jobs and to eliminate services to the college and surrounding community that could no longer be justified financially. The example of the community services function will serve as a model for what occured in numerous areas of the College. Community Services was an independent branch of the college with a Director, four Assistant Directors, and appropriate staff and clericals. An analysis of budget constraints revealed that the College could no longer afford to offer a separate comprehensive program of community services including an extensive assortment of cultural events. Full-time administrative staff in this domain were asked to transfer to vacant posts and assume new responsibilities. The community services function was not phased out entirely; the credit courses were assigned to the Campus Academic Deans and the pure community service function to support staff and Student Deans, and it became a campus function with reduced emphasis and, hence, a less expensive part of the total College budget.

This example raised an important principle of administrative reduction and cost-saving that we believe is essential: There are some activities that the College is presently doing which it can no longer afford. This "can-do-only-so-much" posture is a difficult position for many community colleges which have tried to serve multiple functions for their citizens. It is sometimes politically impossible to undo the philosophical "mission" of the college. For example, during the early years the College's Counseling Centers scheduled one-hour appointments for all new students; they now struggle to provide 30 minute interviews. As expected, this is a very difficult part of the reduction process. Questions and answers in this arena demand open and honest discussion of the administrative level before plans are executed.

Suggestions for Rational Retrenchment

Based on the experiences noted above, we are suggesting that most institutions can continue to fulfill their institutional mission with fewer, not more, administrators in the future. Upon examination the North Central Association review teams and the College self-evaluation has found no diminution in the quality of educational leadership at Oakland over the past decade. In addition, we contend that there has been an unnecessary over-professionalization of some positions in higher education. We believe that what was previously done by a Dean can be accomplished by an Assistant Dean or lower level administrator.

Our philosophical position is based on a posture that we call "rational retrenchment": That is, financially-pressed colleges can employ reasonable measures to reduce costs and still maintain quality.

For rational retrenchment to be successful, several components are essential. Included are:

1. Presidential and top-level leadership must formulate a rational plan of reduction to be communicated to all staff involved.

Any plan involving the elimination of people's jobs and the adding-on of additional tasks requires careful formulation and intricate execution. Agreement at the presidential staff level is crucial since members of that body will be losing some key personnel in the reduction process. For example, the Vice-President for Academic Affairs must be willing to have a Dean's post omitted or down-graded to an Associate or Assistant Dean level as part of the cost-saving action. In order to reduce administrative in-fighting and produce an unanimity of effort, there must be an orderly plan. This can be accomplished by using M.B.O., P.E.R.T. or any other systematic process which attempts to eliminate emotional responses and institute rational analysis. Agreement at the President's level is also crucial because additional tasks and responsibilities will inevitably be added to the assignments of remaining administrators.

2. A communication network within the institution must incorporate multiple means of informing all staff of changes in the organization.

Since "communications" is usually the most frequently-cited problem in social relations, it is incumbent upon administrators to include careful and effective communications. This issue is most crucial for multi-campus institutions where geographical separation tends to complicate the problem. We find that a method of multiple communication channels is effective if paper items (memos, newsletters, etc.) are carefully and timely used. The reduction plan can be communicated to all staff by employing small group meetings for explaining the rationale and purpose, followed by individual discussions with those in specific service areas. Open dialogue is crucial in overcoming resistance to change and maintaining employee faith in the organization.

The use of key faculty leaders as "communication links" to their colleagues is another efficient method. In 1967 Oakland's President decided to replace academic division chairpersons, who were administrators, with faculty department heads stipulated in the Faculty Labor Agreement. Rather than four division persons reporting to the Dean of Instruction, as many as 16 departmentally-elected persons now report to the Dean. Awkward as it might seem, there is direct line responsibility, accountability and communication. The Academic Dean at each campus now communicates in monthly meetings with these who in turn pass information along to their peers. Semester scheduling, recommendations for hiring, and related personnel matters are then passed back to the Dean for approved and/or reaction. With fewer administrators to respond to a larger staff, open lines of communication are mandatory.

3. A strong, effective and efficient personnel office is mandatory for coordinating change.

The personnel office must provide objectivity in recommendations for staff reductions when the various college divisions are in competition for tight budgets. With sufficient input this office will be able to measure revenue versus costs and job descriptions in a manner than mutes cries of unfair treatment. In addition, the communications network cannot function without data available only through the personnel office: salaries, benefits, seniority lists and grievance decisions to name just a few.

It also can play a positive role in management training as positions are consolidated. The administrators and support staff supervisors at Oakland have required seminars and workshops, conducted by experts from outside the college to strengthen leadership capabilities. Management skills in everyday relationships with the various employee bargaining units need to be continually addressed. These are also excellent tools in the process of staff development. Similar to most multi-campus community college districts, Oakland's personnel office is housed at a centrally-located administrative center and helps to ensure that uniform practices are carried out throughout the institution.

4. For larger institutions, a comprehensive computer services department is essential.

What has been accomplished at Oakland may not have been possible without the availability of the computer. It was clear in 1966 that there was no way the then three campuses could perform certain tasks without computer capability. A student had to be able to go to any campus site and register for classes anywhere in the college, or add-drop where necessary. But tied to these complications was the fact that the bargaining agreement with the faculty set maximums on seat size per class. So, administrators, faculty, students and registration clerks needed accurate data on a continuous basis.

The college moved to on-line, college wide, student files which permitted a student to appear at any site and have his or her data on a screen. While we recognize that all colleges will not have a sophisticated computer services department (providing data on faculty loads, registration, payroll, etc.), less expensive, new technology now available can provide the assistance needed by the fewer administrators.

Microcomputers, with software, will provide any college the potential to reduce the persons necessary to perform certain tasks. If this is not economical, time sharing with a larger college or university to run a computerized registration and academic records process, room usage and daily or weekly room schedules would save administrators and staff from repetitive tasks. Information must be accessed in geometrically shorter spans of time to speed decision making options.

5. A training plan for utilizing support staff in positions previously held by administrators must be developed.

Administrators usually are considered specialists in education, schooled in one or two disciplines, but as advancement takes place they are given broad-based responsibilities. When staff reductions that we are suggesting occur, certain

duties will necessitate the existence of supervisory personnel to provide decisions within a narrow framework. Financial Aids, Bookstore, Food Service Programs and Physical Education buildings in many colleges are usually operated by separate administrators. When staff reductions are introduced these activities are given to a Dean of Student Services,and less costly supervisors take over the facilities.

To support our contention that there has been an unnecessary over-professionalization of positions in higher education, we point to Oakland's success in utilizing support staff, with fewer credentials, in a variety of positions. Support staff who become quasi-administrators, need a regular schedule of training sessions covering implementation of contracts, hiring procedures, discipline and communication techniques.

The administrator responsible for the network in which support staff are used in this capacity will be "teachers" and monitors of progress. It is helpful to outline and review specific tasks and to work directly with the support person for the first few months of assignment. The administrator can gradually withdraw from administering the area as the subordinate becomes at ease with new responsibilities and understands process.

Also, clerical employees in the various departments should be given a training period for positions in the support staff category in newly-opened areas, and support staff presently situated there should be provided training to expand their management areas. Yearly analyses of functions could disclose areas where two functions should be combined under a support staff, thereby freeing the administrator to deal with broad policy decisions.

6. <u>A "Theory Z" atmosphere is recommended for bringing change in a climate of trust and openness</u>.

Professor Ouchi's[7] contribution to our understanding of effective organizations based on a modified U.S.-Japanese team model is appropriate for colleges and

universities. We believe that special efforts must be made to create and maintain institutions in which mutual trust is highlighted, the subtleties of human relationships are understood, and a caring, supportive atmosphere is evident within the job organization. Like Ouchi, we believe that there is a symbiotic relationship between employee welfare and organizational purpose.

These conditions are particularly significant during administrative retrenchment since feelings of uncertainty and insecurity are sure to abound. The climate of trust helps to eliminate some of the anxiety inherent in times of economic constraint and personnel reduction. Institutions are able to remain effective by assisting administrators to become more multi-dimensional in relation to areas of leadership. It will be mandatory for the now fewer administrators to be conversant in a broader range of program knowledge. Rather than protecting their individual expertise and territory, administrators are called upon to share with colleagues who can fill in during their absence from the campus. For example, the Academic Dean must know the intricacies of the Student Dean's network and vice-versa. And, this mutual dependency can only occur in a climate of openness and trust.

A Word of Caution

While we argue that rational retrenchment has worked at Oakland and should have universal application, a word of caution is in order. As fewer administrators absorb a greater number of tasks, there is a tendency for them to be overloaded and subject to what is called "leader burnout." Dedicated administrators will be tempted to overlook the "can-do-only" management aspect of our plan and continue to attempt to do those things that time simply won't permit. When they attempt to do more than what's possible, the frustration level will rise. The president and other key leaders must be alert to these symptoms and counter movement in that

direction. Executive leaders can monitor their colleagues on a regular basis at luncheons, group retreats and in open discussions at meetings with the total staff.

Conclusion

Although we recognize that each college has a unique identity, we believe that the commonalities permit some generalizations befitting Oakland's experience. Change is difficult and especially tough in a non-growth environment. But, we much prefer the self-initiated change done by an institution's leaders rather than those alterations imposed from the outside by politicans and pressure groups.

A program of rational retrenchment will permit the college to meet its purpose; while preserving a sense of vitality. Maher crystallizes our position by saying:

> Although the key decisions facing American Higher Education in the 1980's will concern economics, it is appropriate and probably imperative to keep institutional vitality before academic decision makers.[8]

And, it is our contention that, if organized effectively, this essential vitality can be maintained by fewer administrators in the nation's colleges.

FOOTNOTES

1. "Higher Education's Hard Times May Have Begun." Chronicle of Higher Education, January 27, 1982, Vol. XXIII, No. 20, p. 4.

2. Breneman, David W., and Nelson, Susan C. Financing Community Colleges: An Economic Perspective. Washington, D.C.: The Brookings Institution, 1981.

3. Mingle, James R. and Associates. Challenges of Retrenchment. San Francisco: Jossey - Bass, Inc., 1981.

4. Glenny and Brown, (cited in Mingle) pp. 38-46.

5. "The Financial State of Higher Education." Change, September, 1976, Vol. 8, No. 8, p. 20.

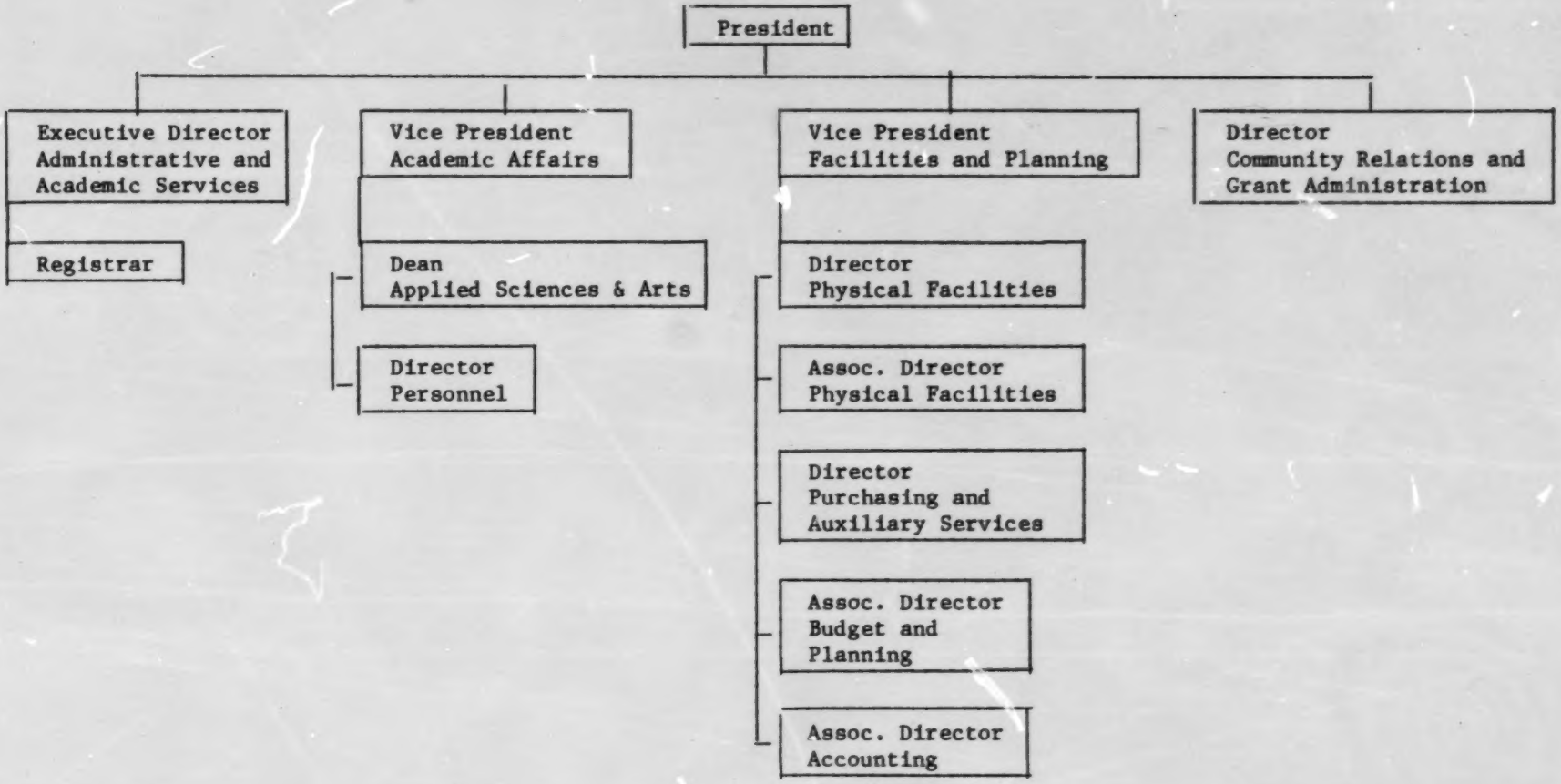
6. Breneman and Nelson, op, cit.

7. Ouchi, William G., Theory Z. New York: Avon Books, 1981.

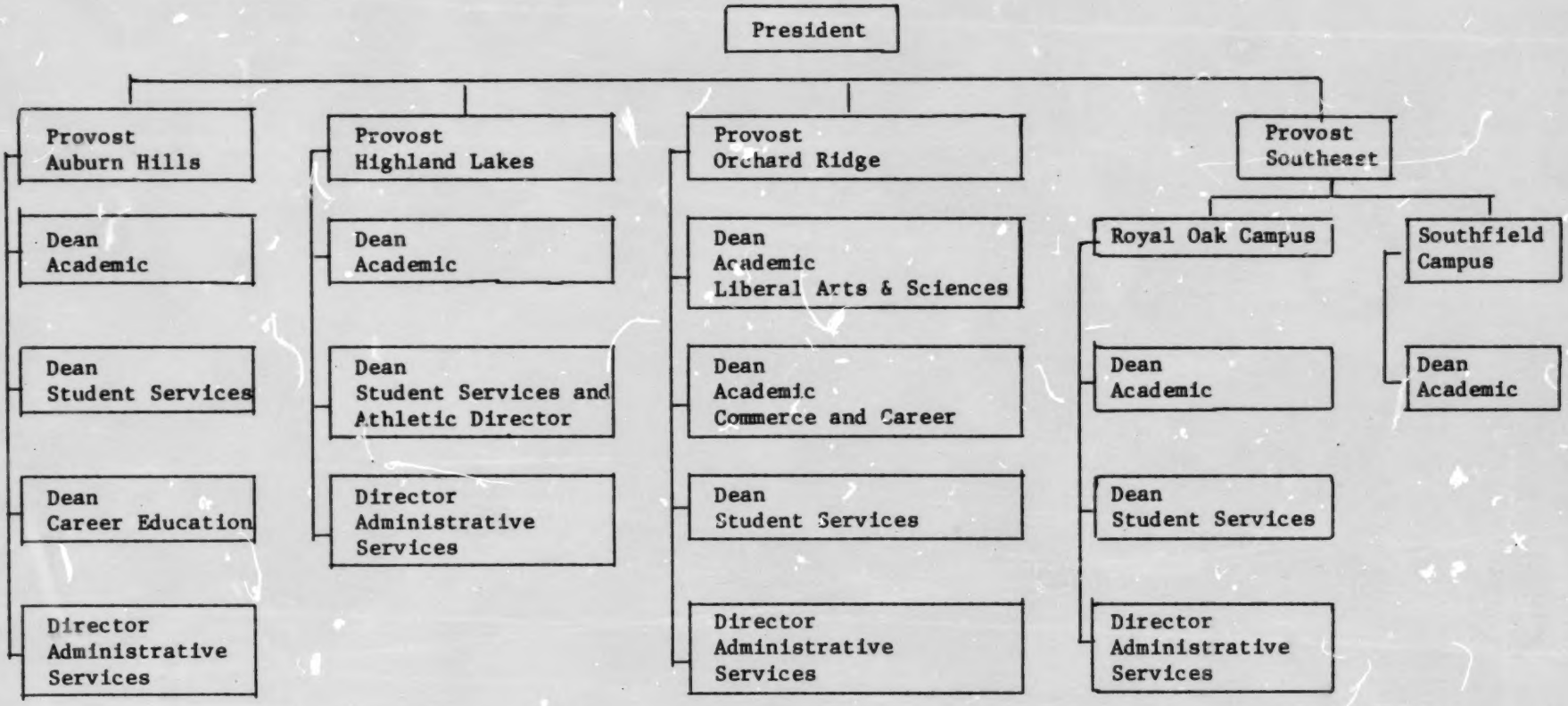
8. Maher, Thomas H. "Institutional Vitality in Higher Education." Research Currents. AAHE-ERIC, June, 1982, p. 1.

Organization Chart

OAKLAND COMMUNITY COLLEGE
(Central Office Staff)



(Campus Staff)



*At Oakland the Campus Provosts function at the same administrative level as the Vice-Presidents.

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ASSAULT AND RAPE AWARENESS: USING DATA AND TASK FORCES TO RESPOND TO A COMMUNITY COLLEGE CONCERN

By Mary White
Donald D. Nichols

"According to the F.B.I. time clock, a woman is raped every 7 minutes" (Time, March 25, 1981).

In a social climate saturated with reports of violence and assault, there is a sense of urgency attached to identifying causes and proposing solutions that work. As an institution located in the community, the two-year college is not immune from the conflict that too-often emerges between individuals. While some national statistics on violence and crime are subject to debate, there appears to be a pervasive belief that the average citizen is likely to become a victim. A critical question that arises for educational institutions located in this environment centers on problem identification and probable solutions. How can the urban community college respond effectively to the perception and reality of violence and physical assault? Spotlighting the problem of rape, how can task forces be employed to investigate, publicize, and prevent the increase of this kind of assault? What eventually developed in answering these questions is diagrammed in Figure 1.

THE SETTING AND THE PROBLEM

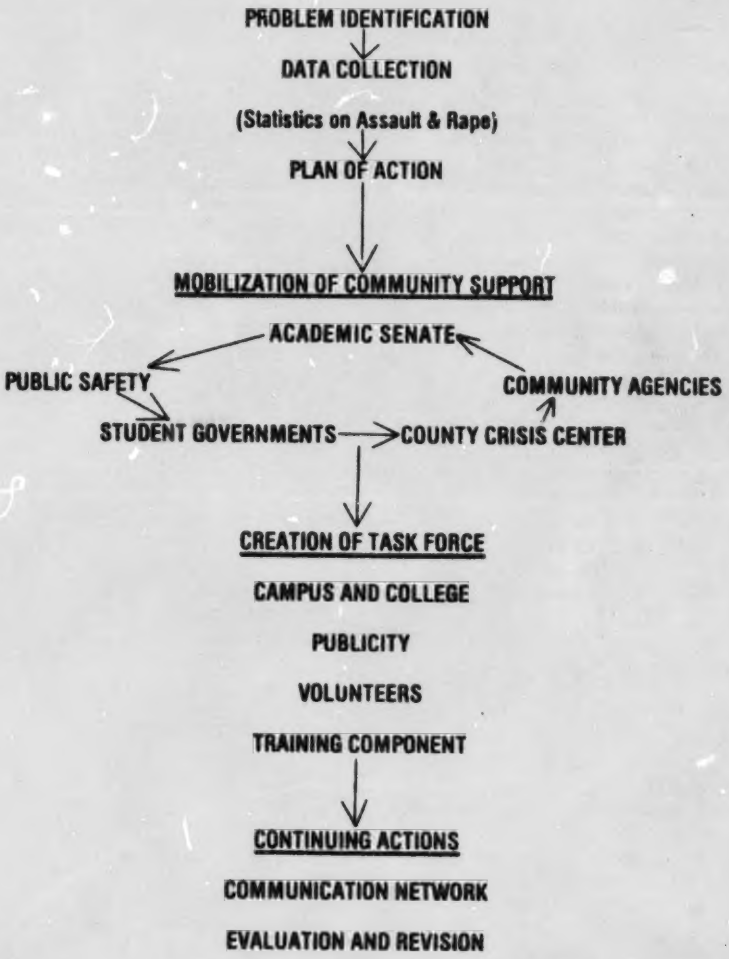
As an urban institution located in metropolitan Detroit, Oakland is a multi-campus community college with an enrollment of 25,000 students. Reflecting the community it serves, the College student body is predominately middle-class, has a 55-45% female-male ratio with a good representation of minority student enrollment at 5 different campus locations. A variety of two year vocational/technical career programs are offered by the College as well as the traditional university transfer curricula. A full complement of courses are offered at all campus locations during day and evening hours.

Impetus for confronting the issue of physical assault and rape was provided by the College's Womencenter, a student-faculty organization created to deal with the concerns of women on the campus and in the community. Following a series of assaults and rapes in the surrounding community and on the campus during 1980, the Womencenter collected data on the problem at the local and national level. Looking at the incidence of rape

Mary White is a counselor and Donald D. Nichols is Academic Dean at Oakland Community College in Farmington Hills.

FIGURE 1

A FLOW CHART FOR ASSAULT & RAPE AWARENESS



specifically, some statistics dramatized the problem: the increase of rape over the past five years in every U.S. community appeared well-documented. In Oakland County, the location of the College, rapes reported to the police increased 27% between 1977 and 1978 (from 231 to 300 rapes). The Womencenter noted that since only 1 out of 4 rapes is estimated to be reported, the above figures should be multiplied 3 times.

Upon further investigation the Womencenter staff also discovered that in Michigan concerned citizen response to violent crime has resulted in progressive legislation and anti-rape programs that serve as models nationally. The following are three examples of what is possible. First, the Detroit Rape Counseling Center, based at Detroit General Hospital and working in conjunction with a special Sex Crime Unit of the Detroit Police Force, was begun in 1975 and is funded by the city. Second, Michigan's rape laws were reformed in 1975 and the new Michigan Criminal Sexual Conduct laws are more humane in their treatment of rape victims. Third, the Oakland County Center for Rape and Sexual Abuse, located in Pontiac, is providing training sessions for Oakland County Police officers.

With cooperation of the College Public Safety office, Counseling Departments, and the Administration, the Womencenter accumulated data on physical assaults and reported rapes in the immediate community and on the campuses. While the findings did not reveal dramatic increases in local crimes of assault, the investigation did uncover a significant concern for student safety and a need to emphasize prevention. Also, there was a firm conviction on the part of the Womencenter staff that a program of assault and rape awareness would result in better reporting of rape cases and a greater sensitivity to assisting victims. It was also noted that inherent in the nature of the multi-campus community college is a problem with student - faculty - administration communication. This problem is further enhanced when over 10,000 of the 25,000 students are attending night classes at five different campuses and 9 extension centers.

On the basis of the above information, the objective of the Womencenter staff was the development of a College-wide policy and program aimed at educating the constituency about the problem and, with the creation of campus Task Forces, designing an on-going process which would emphasize prevention and assist most rape victims as needed. With clearly-defined inter-campus communication channels, maximum support of the College leadership (both staff and students) and a trained cadre of volunteers, it was believed that the goals of prevention and assistance could be achieved.

PLAN OF ACTION

Because the success of the prevention program depended on support of representatives from the total College community, the concern about assault and rape was taken to the Academic Senate. With representatives from faculty, students, administration and classified/secretarial staffs, this body is a forum

for presenting, discussing, and making recommendations on any issue of concern to the educational community. The College Academic Senate is composed of representatives from the Campus Senates. Therefore, the support of this body was crucial to effectively dealing with the problem.

After mailing information about the assault and rape awareness proposal to Senate members, spokespersons from the Womencenter made proposals to the Campus and College Senates. After soliciting support for a College-wide policy statement of concern, the Womencenter representatives requested the creation of a Task Force to recommend and implement a continuing program of information, prevention and assistance. With Academic Senate endorsement, Task Forces were created at each campus and these made recommendations to a coordinating all-College Task Force. The College-wide group included four representatives from each Campus Senate (a student, professor, administrator, and classified member), a consultant from the County Rape and Abuse Center, a Campus public safety officer, a Womencenter representative, and a College nurse. During the ensuing months, the Task Forces addressed several issues. Some activities were:

A. Do research by collecting information from other community colleges and universities on existing assault and rape policies and procedures.
B. Assure adequate campus law enforcement and security patrolling as well as lighting of all college parking lots and other precautionary measures.
C. Establish and make public procedures for reporting sexual assaults to campus public safety officers.
D. Establish and publicize procedures with community police departments near each campus for law enforcement follow up and coordinated reporting procedures.
E. Establish and publicize procedures with campus nurses and/or local hospitals near each campus for medical exam and care for victim.
F. Create effective procedures with campus Womencenters for supportive counseling and /or referral to Rape Crisis Centers.
G. Provide sexual conduct training sessions taught by the Oakland County Center for Rape and Sexual Abuse for college public safety officers and security guards to educate and sensitize them to the particular problems related to sexual assault.
H. Provide a class in self defense for women to be taught each semester on each campus.
I. Develop and print a brochure in conjunction with community agencies stating:
   1. the College's sexual conduct policy and procedures.
   2. State of Michigan laws pertaining to sexual conduct.
   3. Listing of Metro area Rape Crisis Centers.

Campus Womencenters, and other agencies available in the community for counseling support services for assault and rape victims.
The Brochure is to be included in college administration's packet of materials for new students.

J. Sponsor community/campus forums to be held on each campus following adoption of sexual conduct policy to eduate public regarding new policy.
K. Sponsor forums on the problem of violence and assault in American society.

The successful completion of the above activities was possible because of wide-spread community support. Resource people from local agencies and the County Crisis Center provided additional data, suggestions, and possible solutions which were analyzed by the Campus Task Force. Newspaper, radio, and T.V. announcements and releases generated significant citizen involvement as well. Regular reports were made to the College Academic Senate and specific plans of action were approved. The implementation of a plan for preventing assaults and rapes at the College and for assisting victims occurred as follows:

1. Information on the policy of concern for preventing violence was widely distributed to the academic and surrounding community. Over 10,000 brochures were distributed to new students at each registration spelling out steps to take if one becomes a victim.
2. Videotape and slide presentations were made for classroom use by professors teaching units on the problem of violence.
3. A network of communication was specifically designed to inform appropriate personnel when potential for assault occurred. This network centered on the Campus switchboard operators who have immediate contact with Public Safety officers. It also included College audio-visual staff as resource contacts because of their availability by two-way radio.
4. Additional telephones were placed in student parking lots and improvements were made in Campus lighting.
5. A group of student and community advocates were trained to counsel with and assist victims. A detailed training component was provided for these volunteers and is defined below.

TRAINING VOLUNTEERS AS PEER COUNSELORS

While several actions were taken to help reduce the amount and possibility of future assaults and rape attempts, one unique product of the Task Forces' recommendations was the creation of a body of volunteers (advocates) to work with rape victims. In cooperation with the Oakland County Police Academy (run by the College) and the County Crisis Center, a training component for volunteers was developed. Based on a philosophy of peer counseling, a job description for Volunteer Assistant Advocates (V.A.A.) was written as follows:

PURPOSE:

To assist victims of on-campus physical and/or sexual assault by providing comfort, empathic and emotional support and necessary pertinent information.

REQUIREMENTS:

The V.A.A. will be a member of the Oakland Community College staff or a student.

EDUCATION:

The V.A.A. will attend the 10 hour college seminar on assault.

EXPECTATIONS:

The V.A.A. will:

1. attend an on - campus orientation session;
2. attend the 10 hour seminar on assault;
3. be knowledgeable regarding procedures, information, resources and referrals, as learned in the seminar;
4. be reachable during their chosen volunteer hours;
5. be willing to accompany the victim to the hospital or the police station, if necessary or desired by the victim;
6. be willing and able to assist the victim in an emergency plan (transportation, phone calls, etc.);
7. be caring, empathic, supportive, and serve as a calming influence;
8. possess good communication skills and be nonjudgemental;
9. adhere to the principle of confidentiality;
10. be willing to be a court witness on behalf of the victim, if necessary;
11. be willing to participate in continuing education for volunteers.

Prior to training, all volunteers were screened to assure their compatibility with the intent of the program. Persons who completed the sessions were awarded identification cards as advocates and certificates from the Academic Senate Task Force on Physical and Sexual Assault. Assignments were made to each Campus and provisions were made for updating contacts with victims and the sharing of experiences.

CONCLUSIONS

One year has elapsed from the time of inception of a declared concern to the stationing of advocates on each campus. It is the belief of the persons involved that what has been accomplished has been extremely important. Starting with data collection and utilizing successful Task Forces, a plan of action was brought to fruition. The College Academic Senate, students, and community groups are enthusiastic about the progress that has been made. While not documented by research to date, there is a dominant perception that the College is a safer place and that students are better informed about services available.

During the next 12 months an evaluation of the assault and rape prevention program will be made. Student surveys will be conducted, advocates will be queried about their contacts, and the information network will be analyzed. With this information, necessary revisions will be made to improve the program. In lieu of these findings, persons responsible for what has already been accomplished believe that what has been described here can serve as model for other colleges seeking solutions to a serious social problem.

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